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ABSTRACT

The annotated bibliography lists books, papers, and articles which treat education in Poland. Items cited were published from March to May 1973. Materials are arranged by author within the following categories: (1) history of education; (2) laws and legislation; (3) general information on education; (4) social and educational sciences; (5) teacher's profession; (6) schools and institutions--preschool, primary, secondary, vocational, higher, adult, special; and (7) educational statistics. An index to authors and editors is included. (Author/RM)

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SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS

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The bulk of the materials listed in the present issue was available in the period of time March to May 1973.

I. HISTORY OF EDUCATION

110. BIEŃKOWSKA, BARBARA: **Szkolna recepcja teorii Kopernika w Polsce w XVII i XVIII wieku.** (The School Reception of the Copernican Theory in Poland in the 17th and 18th Century). *Przegląd Historyczno-Oświatowy* 1972, No. 4, pp. 575–611. Rez. Sum.

The author presents a brief review of the reception of the Copernican theory in the Polish schools, stages in the evolution of attitudes toward the theory and the typical reflections of rejection or approval. Ample archival material is quoted bearing evidence of difficulties in the assimilation of the new theory attacking the threefold foundation of knowledge: the Bible, Aristotelianism and empiricism. Much attention is given to the reception of the Copernican theory in schools of various religious beliefs in the region of Gdańsk and Toruń, which were the first to include the new theory in their curricula. The history of the theory in catholic schools is presented on the example of three typical circles: the Cracow Academy, Jesuits' School system and Piarists' schools. The article ends with the description of the introduction of the heliocentric theory to all schools in Poland which took place in the seventies of the 18th century.

111. FALSKI, MARIAN: **Fragmenty prac z zakresu oświaty 1945–1972.** (Excerpts from Studies in the Field of Education 1945–1972). Ossolineum, Wrocław 1973, 519 pp. tabl. ill. — Studia Pedagogiczne, Vol. 27 — PAN. — Komitet Nauk Pedagogicznych.

The present volume contains excerpts from articles, speeches and other writings of Marian Falski issued during the years 1945–1972. The publication was prepared on the occasion of the 90th anniversary of author's birth. Most of the works by Marian Falski pertain to the state of the Polish education, its trend for democratization and modernization. A large number of excerpts deal with the postwar educational problems, i.e. the organization of schooling, the network of schools, the structure and

functions of schools, curriculum reforms and school administration. Attention is also drawn to the promotion of the secondary education, establishing closer links between general and vocational education and increasing the number of places at academic schools in Poland. Emphasis in numerous publications is also given to the person of the teacher, his personality, financial situation, pre- and in-service training in the field of special subjects and education, interpersonal relations within the school staff as well as to the impact of all these factors upon educational attainment of the pupils and the quality of instruction. Postulates are also advanced in several excerpts to change the existing research plan of the Ministry for Education as well as to liquidate some evident shortcomings of the present-day educational system, reflected in the faulty planning the network of schools, outdated handbooks, elements of dehumanization and dogmatism in the educational process.

112. KULCZYKOWSKA, ANNA: **Programy nauczania historii w Polsce 1918–1932.** (Curricula in History in Poland 1918–1932). Warszawa, PWN 1972, 226 pp.

The publication is a shortened version of the author's doctoral dissertation and contains an analysis of curricula in history for the primary and the secondary school in Poland during the years 1918–1932. Chapters I–VI present curricula of the period of years 1918–1932, while chapter VII presents modifications introduced to these curricula in the later years of the prewar Poland. Attention is given to educational objectives, organization of instruction, teaching plans and tasks of school. The set of problems is considered against the background of social and political situation in the prewar Poland. Selection and gradation of the teaching content in all the curricula are analyzed from the point of view of the changing educational objectives.

113. KURDYBACHA, ŁUKASZ (ed.): **Rozprawy z dziejów oświaty.** (Studies in the History of Education). Vol. 15, Ossolineum, Wrocław 1972, 202 pp. Rez. Sum. — PAN. Pracownia Dziejów Oświaty.

The present volume of studies in the history of education contains articles by the research workers of the Polish Academy of Sciences grouped in the Section for the History of Education. The Section was headed by the late Professor Łukasz Kurdybacha. The following articles are included in the volume: Kurdybacha, Łukasz: The Lithuanian Reforms of Piarists' Schools in 1972; Miąso, Józef: Raising Professional Qualifications in Poland During the Years 1918–1938; Bartnicka, Kalina: State Education. Educational Ideals of the Interwar Period; Garbowska, Wanda: The Commonness of Education in Poland During the Years 1932–1939; Mauersberg, Stanisław: Struggle for the Shape of the Polish Education During the Years 1944–1948.

114. SUCHODOLSKI, BOGDAN (ed.): **Lenin a współczesne problemy pedagogiki i psychologii.** (Lenin and the Contemporary Psychological and Educational Problems). Ossolineum, Wrocław 1972, 195 pp. — PAN. — Komitet Nauk Pedagogicznych. — Monografie Pedagogiczne, Vol. 38.

On the initiative of the Commission for Educational and Psychological Sciences at the Polish Academy of Sciences an international conference was held on April 27, 1970 on the occasion of the 100th anniversary of Lenin's birth. The present volume contains reports delivered at the conference by educators and psychologists from Poland, Bulgaria, German Democratic Republic, Hungary and the Soviet Union. The following reports are included: 1) Kairow, I. A., Lenin — An Outstanding Humanist of Our Epoch, pp. 7–28, 2) Suchodolski, B., Lenin and His Educational Model, pp. 29–53, 3) Tomaszewski, T., Psychology of Activity in the Works of Lenin, pp. 55–66, 4) Okoń, W., Lenin's Creative Negation and Our Educational Problems, pp. 67–72, 5) Guenther, K. H., Lenin's Views on the Function of Education, pp. 73–92, 6) Nagy, S. Lenin's Theory of Cognition and the Contemporary Instructional Concepts, pp. 93–104, 7) Szarka, J., Lenin's Works and the Moral Education, pp. 105–113, 8) Szczerba, W., Patriotism and Internationalism in Lenin's Works, pp. 115–131, 9) Gonczarow, H. K., Lenin and the Aesthetic Education, pp. 133–155, 10) Wołoszyn, S., Lenin and the Development

of Physical Culture in the Soviet Union, pp. 157–175, 11) Stanasow, Z., Lenin and the Bulgarian Educational System, pp. 187–194.

II. LAWS AND LEGISLATION

115. ZARZĄDZENIE **Ministra Oświaty i Wychowania z dnia 21 grudnia 1972 w sprawie nadania statutu Instytutowi Kształcenia Nauczycieli.** (Ordinance of the Minister of Education Dated December 21, 1972 Concerning the Statute of the Institute for Teacher Training). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1973, No. 2, item 6.

The Institute for Teacher Training established on the force of the Ordinance issued by the Council of Ministers on June 15, 1972 (Dziennik Ustaw 1972, No. 24, item 172) is to deal with the pre– and in–service training of teachers and workers of educational and cultural institutions subordinated to the Ministry of Education as well as to carry out research on the subject. The Institute is divided into the following sections: 1) for Training Teachers in the Field of Humanities, 2) for Training Foreign Language Teachers, 3) for Training Teachers of Mathematics, 4) for Training Teachers of Science, 5) for Training Teachers of Technical Subjects, 6) for Training Nursery School Teachers and Kindergarten Teachers, 7) for Training Teachers of Special Schools, 8) for Training Educational Administration, 9) for New Strategies in Teacher's Training, 10) for Research on the Teacher's Profession, 11) for Information and Publications, and 12) Library.

116. ZARZĄDZENIE **Ministra Oświaty i Wychowania z dnia 17 stycznia 1973 w sprawie określenia szczegółowego zakresu czynności gminnego dyrektora szkół oraz zakresu obowiązków, trybu i zasad powoływania zastępcy dyrektora i pracowników administracyjno-pedagogicznych.** (Ordinance by the Minister of Education Dated January 17, 1973 Concerning the Tasks of the District Collective School Headmaster and the Appointment Principles and Tasks of His Deputy and Administrative-Educational Employees). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1973, No. 1, item 2.

On the basis of the Teacher's Charter (Dz. U. 1972, No. 16, item 114) and the Ordinance by the Council of Ministers dated December 13, 1972 concerning the tasks of the collective school headmaster (Dz. U. 1972, No. 54, item 354), the headmaster of a collective district school is to be responsible for the preschool educational centers, primary, general secondary, vocational and special schools in his district as well as for non-school educational and tutelary institutions for children and adolescents. The headmaster is also responsible for the full realization of the uniform educational policy in the district in cooperation with the district council of citizens, social, political and youth organizations, parent-teacher associations and employing institutions. The deputy headmaster is appointed on the motion of the headmaster by the district school inspector and the head of the district council of citizens. The deputy headmaster must be a university graduate with managing skills and long teaching practice. In big districts in which there are many schools additional administrative functions are established of the chief bookkeeper, the head of the school administrative section and the administrative worker.

117. ZARZĄDZENIE **Ministra Oświaty i Wychowania z dnia 1 lutego 1973 w sprawie organizacji kształcenia i wychowania w roku szkolnym 1973/1974.** (Ordinance of the Minister of Education Dated February 1, 1973 Concerning the Organization of Education in the Year 1973/74). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1973, No. 3, item 15.

The school year 1973/74 is of great significance for the Polish education as it is the period in which the most important decisions will be made aiming at the modernization of the school system on the basis of guidelines prepared by the Committee of Experts in Education. The significance of the school year is also connected with the fact that the year 1973 is the Year of the Polish Science and the year of the 30th anniversary of establishing the Polish People's Republic. The present Ordinance is devoted to the educational objectives which are to be achieved as well as to the forms and methods of teachers' work. Special attention is given to the quality

of instruction and to the scope of the tutelary activity on the part of primary and secondary schools. Much place is also devoted to the employment policy in the educational institutions and the problems of school infrastructure. Tasks of the local educational boards and of the school administration are also listed.

118. ZARZĄDZENIE **Ministra Oświaty i Wychowania w sprawie organizacji zbiorczej szkoły gminnej.** (Ordinance by the Minister of Education Concerning the Collective District School). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1973, No. 5, item 23.

The district collective school, according to the last Ordinance by the Minister of Education, is an educational institution responsible for the whole district and for cultural activities in the district. It embraces all the educational centers, i.e. preschool institutions, primary schools, secondary general schools, secondary vocational schools and community cultural centers. All the educational activities concentrate round the collective primary school the head of which is a collective school headmaster. The establishment of the primary school of the new type as well as the definition and clarification of its objectives is based on a separate publication of the Ministry of Education entitled "The Organizational Assumptions of the District Collective School" which contains a discussion of the practical aspects of rural school reconstruction.

119. ZARZĄDZENIE **Ministra Oświaty i Wychowania z dnia 21 grudnia 1972 w sprawie przekształcenia okręgowych ośrodków metodycznych.** (Ordinance by the Minister of Education Dated December 21, 1972 Concerning the Transformation of the District Methodological Centers). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1973, No. 2, item 7.

On the force of the Ordinance by the Minister of Education issued on January 1, 1973 the what were called district methodological centers were transformed into 1) groups of specialized inspectors subjected to the local educational boards who are to supervise the activities of teachers in particular subject areas and provide methodological aid for teachers with regard to all instructional

and educational problems of the subject-area in which a given inspector specializes, and 2) local sections of the Institute for Teacher Training in Warsaw, the task of which is to organize in-service training and refresher courses for teachers as well as to carry out research work on the subject. The Ordinance contains a detailed discussion of tasks to be fulfilled by the new institutions with regard to raising the quality of instruction, ensuring better conditions for in-service teacher training and providing specialistic aid and supervision for schools in the district.

III. GENERAL INFORMATION ON EDUCATION

120. DENEK, KAZIMIERZ: **Efektywność kształcenia, jej rodzaje i sposoby wyrażania.** (The Efficiency of Training, Its Types and Symptoms). *Neodidagmata* 1972, No. 4, pp. 63–75. Rez. Res.

The article is devoted to the socioeconomic and educational aspects of research on the efficiency of training. The concept of the efficiency of training is presented against the background of Polish and foreign writings on the subject. A classification of types of the training efficiency follows, didactic, economic, external, internal, diagnostic and functional efficiency being distinguished. Attention is then given to the criteria for the evaluation of efficiency of training such as, for instance, the preparation of graduates for the professional work, the educational attainment in the course of learning, and memorization, reproduction and creativeness. Measurement instruments are discussed at length, i.e. achievement tests, psychological tests and scales, inventories of external and internal efficiency and the global coefficient of training (attainment, durability of knowledge and its application).

121. JAROSZEWICZ, PIOTR: **Przygotowanie młodego pokolenia do przypadającej mu roli w budowie wysoko rozwiniętej, socjalistycznej Polski.** (Preparation of the Young Generation for the Creation of the Socialist Poland). *Życie Warszawy* 1973, No. 88, pp. 2.

This is a speech delivered by the Prime Minister at the session of the Polish Diet on April 12, 1973 concerning the education of the young Polish generation. The Prime Minister discussed the draft of the Act dealing with the formation of the integrated educational system based on the socialist ideology. Emphasis was given to the increasing role of knowledge and professional qualifications indispensable in the times of rapid advance in science and technology. Much attention was also given to the responsibility for the fulfillment of professional tasks in the employing institution as a basis for the economic growth of the country. Consideration was also given to the attitudes on the part of each individual accompanied by high moral and ethical values represented by all the citizens.

122. KACZOR, STANISŁAW: **Perspektywy rozwoju nauk pedagogicznych.** (Prospects of the Development of Educational Sciences). *Dydaktyka Szkoły Wyższej* 1972, No. 4, pp. 111–115.

The article contains a report on the conference of educators representing all educational research centers in Poland on the subject of the role and tasks of the educational sciences in the light of the 6th Party Congress. The conference organized by the Ministry of Education and Higher Education took place in Sulejówek in March 1972. The author lists problems which were discussed by the participants and summarizes the most important reports. The report by the Jerzy Wołczyk, the Deputy Minister of Education, contained a discussion of the social status of the teacher's profession, changes in the teaching content and teaching methods in primary and secondary schools, modifications of educational administration, and the increase in the number of research centers. The report by Professor W. Okoń presented the state of educational research in Poland and that by Professor T. Tomaszewski listed the methodological assumptions of research plans for the years 1971–75 in the Polish People's Republic.

123. KUBERSKI, JERZY: **Aktualne potrzeby polityki oświatowej.** (Present-Day Problems of the Educational Policy). „Książka i Wiedza", Warszawa 1973, 193 pp.

The publication by the Minister of Education presents sources and consequences of the decision to promote secondary education in the Polish People's Republic. Chapter 1 deals with the social and educational background of the decision and contains a review of the most important activities connected with the problem, i.e. the establishment of the Committee of Experts in Education for the preparation of the report on the state of education in Poland, the Act of the Polish Diet concerning the Teacher's Charter, ordinances pertaining to the raise of the teachers' salaries, a resolution concerning the development in sciences and education adopted at the 6th Party Congress, etc. Chapter 2 discusses modifications which are being implemented to the educational system of the country. Chapter 3 is devoted to environmental factors of school selection and to the educational opportunity for the rural youth. Chapter 4 presents tasks of the school administration and Chapter 5 the educational functions to be fulfilled by each school within the uniform system of schooling. Pre– and in-service teacher training as well as the ways of raising professional qualifications of practising teachers are discussed in Chapter 6. Chapter 7 deals with the activities of research centers which are to solve educational problems encountered in the everyday school practice. The last chapter discusses conditions under which the reform can prove successful. An annex is included containing the Act of the Diet concerning the tasks of the state and the nation in the field of education, issued on April 12, 1973.

124. KUPISIEWICZ, CZESŁAW: **Kierunki zmian.** (Directions of Changes). *Życie Warszawy* 1973, No. 84, pp. 3.

The author discusses the most important principles of the future school reform. Consideration is given to functions of the future school as determined by the social, economic and cultural life of the country as well as by its links with other institutions. Attention is also drawn to the necessity of constant raising the quality of instruction in schools of all types and levels, which is indispensable for the proper course of the permanent education. The

new tasks to be fulfilled by the employing institutions in the field of education are also considered at length. In the final part of the article the author discusses the attitude-formation in the future school with the end to achieve full intellectual and personality development of the individual.

125. PROJEKT **programu stopniowego wprowadzania powszechnego kształcenia średniego.** (A Draft of the Program for the Promotion of Secondary Education in Poland). *Nowa Szkoła* 1973, No. 4, pp. 83–98; *Głos Nauczycielski* 1973, No. 14, pp. 7–10 and Summary: *Życie Warszawy* 1973, No. 69, p. 4, *Trybuna Ludu* 1973, No. 80, pp. 6.

The draft of the program for the promotion of secondary education in Poland has been prepared by the Ministry of Education on the basis of materials included in the first, preliminary version of the report on the state of education in Poland worked out by the Committee of Experts in Education. The diagnosis issued by the Committee states that the full promotion of the secondary education in our country can be realized only by means of modernizing the school system. The Report presents four versions of the promotion, i.e. 1) promotion of the secondary education within the existing structure of schooling, 2) promotion of the secondary education by means of modifications in the existing structure of schooling, i.e. through the introduction of the 12-year obligatory school, 3) promotion of the secondary education by the introduction of the 10-year obligatory school, and 4) promotion of the secondary education by means of introducing an 11-year obligatory school. The last possibility, i.e. the introduction of the 11-year obligatory schooling has been stated to be the optimum solution by most of the experts on the Committee. In order to implement it by the year 1980 considerable changes should be introduced in the field of preschool education, the network of schooling, school curricula, organization of the educational process, tutelary activities, special schooling, permanent education, pre– and in-service teacher training, managing education and higher education. The present

program analyzes types and directions of the changes throwing them open to nation wide discussion. The details will be worked out during the year 1973.

126. TETERWAK, ADAM (ed.): **Katalog rozpraw doktorskich i habilitacyjnych, 1971.** (The Catalogue of Doctoral and Habilitation Dissertations for the Year 1971). PWN, Warszawa 1973, 1115 pp. Ministerstwo Nauki, Szkolnictwa Wyzszego i Techniki.

The present volume contains a list of all the doctoral and habilitation degrees offered by the academic schools, institutes and centers of the Polish Academy of Sciences during the year 1971. The catalogue has been prepared on the basis of the documentation at the disposal of the Ministry for Higher Education, Science and Technology. Each item contains the name of the author, the subject of the dissertation, the name of the institution which has offered the degree, the date of the formal decision concerning the degree, a short summary of the dissertation based on information provided by the author and the name, degree and function of the scientific leader. Habilitation dissertations are marked by an asterisk by the name of the author. The catalogue contains merely dissertations which were included in the central inventory at the end of the year 1971. Full texts of dissertations are available at libraries of institutions which have offered a doctor's or habilitated doctor's degree. The names of authors as well as the names of their scientific leaders are included in an annex.

127. ZABOROWSKI, ZBIGNIEW: **Wstęp do metodologii badań pedagogicznych.** (Introduction to the Methodology of Educational Research). Ossolineum, Wrocław 1973, 359 pp., ill. tab. bibl.

The publication is designed for researchers and teachers engaged in research work in the field of educational sciences. The author discusses methodological foundations of pedagogy, its methodological structure and the role of theoretical constructs in its development. On the basis of these considerations the author presents his own model of the educational process which can be helpful as a framework for research on various correlations occurring between its elements. Much place is devoted to particular

stages of research work in education. A detailed analysis follows of methods and techniques to be employed in research of various kinds. Special attention is given to experimental designs, as experiment is a method most commonly used in the educational sciences. As the presentation is devoted mainly to the research in the field of attitude formation and other elements of the socio-emotional sphere, the methods and techniques discussed belong to research designs of a psychosocial type. The final chapter of the publication, written by M. Tabin, presents statistical methods in the educational research.

128. ZAŁOŻENIA i tezy **Raportu o Stanie Oświaty. Komitet Ekspertów dla opracowania Raportu o Stanie Oświaty w PRL.** (Assumptions and Theses of the Report on the State of Education. The Committee of Experts for the Preparation of the Report on the State of Education in the Polish People's Republic). Warszawa 1973, pp. 106, tab. Reprint: *Życie Szkoły Wyższej* 1973, No. 3/4, pp. 18–156, *Nowa Szkoła* 1973, No. 4, Summary: *Życie Warszawy* 1973, No. 69, pp. 1, 4 and *Trybuna Ludu* 1973, No. 80, pp. 5–6.

The Committee of Experts in Education established in January 1971 on the initiative of the Political Bureau of the Polish United Workers' Party issued the publication containing a discussion of methodology and materials used during the research as well as of the proposals advanced. The final report will be presented by the end of 1973. The document is divided into the following chapters: a) Introduction. The Establishment of the Committee. The Scope of Activities. Methods of Works. b) Theoretical and Ideological Assumptions of Report Preparation, 2) Perspectives of Development and Indicators for the Tasks of Education, 3) A Diagnosis of the Present State of Education, 4) Developmental Trends as Proposed by the Committee, 5) Out-of-School Institutions Cooperating with the School System, 6) Conditions and Stages of Realization of Educational Tasks. The main trends discussed by the Committee are the following: promoting preschool education for children aged 4–6, lowering the school entering age to the age of 6, shortening the period of initial instruction to three years, promoting secondary

education (4 versions of the obligatory secondary school are presented), introducing special forms of preparation for research work, new forms of training gifted students, introducing permanent education, improvement in the field of teacher training, new principles of selecting and grading the teaching content and introducing new educational strategies.

See also: 186.

IV. SOCIAL AND EDUCATIONAL SCIENCES

129. AMEJKO, BARBARA: **System pracy wychowawczej w zespołach.** (The System of Educational Work in Teams). *Wychowanie* 1973 No. 9, pp. 9–15.

The article, written by the primary school formmaster presents measures undertaken in order to intensify the educational process by way of problem-solving techniques in four-person teams. Group-work was carried out according to the following principles: 1) spontaneous formation of groups, 2) elimination of teacher's requirements concerning the homogeneity or heterogeneity of groups, 3) establishing out-of-school links between the members of the group, and 4) establishing large sets of common activities for members of each group. The author discusses the results of the educational activity of this type with regard to the socially active as well as to the passive pupils. Diagnostic advantages of group-work are also presented at length.

130. KIERNICKI, BOLESŁAW: **Założenia dydaktyczne puławskiego systemu technicznego.** (Educational Assumptions of the Technical System in Puławy). *Wychowanie Techniczne w Szkole* 1972, No. 10, pp. 437–441.

The system of technical education in Puławy was established within the framework of the Lublin educational experiment. The author discusses the main guidelines for teachers of the polytechnic education and their implementation in the schools of Puławy. Teachers of experi-

mental schools were granted a considerable amount of freedom in the field of selecting and grading the teaching content as well as in the choice of methods and forms of instruction. The general educational value of the polytechnic education as a discipline calling for cognitive skills combined with practical activities on the part of the pupil is emphasized. Attention was also given to the types of problems arising at lessons of the polytechnic education and their connection with the life of the city. New ways of forming manual skills were also introduced. In the final part of the article the author points to the responsibility of the teacher in organizing the educational process according to the new, experimental curriculum and to the need for highly qualified teachers of the polytechnic education.

131. KRÓLIKOWSKA-WAŚ, KRYSTYNA: **Organizowanie materiału będącego przedmiotem uczenia się a efekty odtwarzania.** (Organization of the Learning Material and Reproduction Effects). *Psychologia Wychowawcza* 1972, No. 3, pp. 269–285, bibl. Rez. Sum.

A correlation as between the organization of the learning material and the reproduction effects is discussed on the basis of research carried out on a sample of 720 children aged 4–14. Pictorial and verbal material was taken into consideration, investigations being conducted by means of Z. Włodarski's organizing indicator for the memorization and the reproduction processes. Conclusions pertain to the following problems: 1) the impact of spontaneous vs. external organization of the learning material upon the reproduction, 2) the stage of learning of which the organization of the learning material takes place, 3) a correlation as between the organization stage and the attainment, 4) the age at which instructions concerning the organization of the learning material prove helpful and 5) a correlation as between the type of the learning material and the degree of organization.

132. MIKULSKI, JERZY: **Szkoła środowiskowa — model organizowania środowiska wychowawczego w osiedlu wielkomiejskim.** (Community School — a Model for Establishing an Educa-

tional Environment in the Urban Region). *Ruch Pedagogiczny* 1973, No. 2, pp. 155–165.

The concept of a community school is discussed at length as well as its objectives, functions and structural models. The author points out that the community school ought to inspire the tutelary, cultural, educational and recreative systems. It should closely cooperate with youth and adult organizations and employing institutions in the field of integrating the whole of the educational activity in the district. Attention is given to the educational function of the community school alongside with the diagnostic, preventive, compensative and recreative ones. A number of forms of activity are presented such as, for instance, the park for physical education, day-clubs, libraries, clubs and societies, teachers' clubs, parents' clubs, etc. In the final part of the article the author presents a list of indicators for evaluating the quality of a community school. Ample exemplificatory material is provided drawn from one of the Warsaw schools of this type.

133. NARADA **na temat pracy z młodzieżą wybitnie uzdolnioną.** (A Conference on Teaching Gifted Students). *Wychowanie* 1972, No. 20/21, pp. 3–67.

The present issue of „Wychowanie" contains 31 reports delivered at the conference on teaching gifted students. The authors are primary and secondary school teachers, representative of local educational authorities, university teachers and research workers. The reports deal with the complete set of problems connected with the teaching of gifted students, i.e. the definition of abilities and capabilities, the talent hunt, the care for gifted students, forms of activities for gifted students, the teacher-pupil relations in the case of gifted students, the correlation as between the learner's capabilities and his social origin, the present state of education for the gifted students and changes to be introduced to this system.

134. OKOŃ, WINCENTY and JANOWSKI, ANDRZEJ: **Stosunek młodzieży do norm społecznych.** (Attitudes of the Youth Toward Social Norms). *Kwartalnik Pedagogiczny* 1973, No. 2, pp. 3–18.

The article is devoted to attitudes of the youth toward social norms. Consideration is given to various groups of social norms according to the classification presented by the authors. The classification is based on a list of social areas such as, for instance, school, family, peer group or nation in which the young man participates. A detailed discussion follows of types of behavior to be formed by the school in the educational process. The desired behavior is then compared to that actually revealed by the youth in the course of appropriate research on the subject which recently has been carried out by Polish educators.

135. PESZYŃSKI, ANDRZEJ: **Psychopedagogiczny aspekt samobójstw dzieci i młodzieży.** (Psychopedagogical Aspects of Suicides Committed by Children and Adolescents). *Zagadnienia Wychowawcze a Zdrowie Psychiczne* 1973, No. 1, pp. 49–55.

Suicides attempted at or committed by children and adolescents constitute a serious social and educational problem to which was devoted a conference organized by the Section for Hygiene and School Medicine at the Silesian Pediatric Institute. Reporting on the conference the author states that the number of suicides committed by children and adolescents is constantly increasing and in 1970 it was five times as big as in 1960. The number of attempted suicides is almost ten times as great as the number of committed ones. The necessity is emphasized of establishing special teams of psychologists, sociologists, educators and psychiatrists who would state the causes and the mechanisms of the conflict between the child and the environment as reflected in the strongest symptom of the social maladjustment, i.e. in the suicide. Attention is given to preventive educational measures to be taken by the school and by parents.

136. PREJBISZ, ANTONI: **Warunki wpływające na wyniki nauczania języków obcych w szkole.** (Factors Influencing Educational Attainment in the Field of Foreign Languages in the Secondary School). *Języki Obce w Szkole* 1973, No. 1, pp. 1–8.

The article contains a detailed analysis of factors determining the level of educational attainment in foreign

languages on the part of the secondary school pupils. The following factors are taken into consideration: the beginners' age, the number of hours designed for the formal language instruction within the course, the cohesiveness of the course, the intensity of instruction, the teaching methods, the number of learners in the language group, teacher training and motivation for language learning on the part of the pupils.

137. SZMATKA, JACEK: **Socjologia wychowania — zarys problematyki.** (Sociology of Education. An Outline of Problems). *Psychologia Wychowawcza* 1972, No. 3, pp. 303–320, bibl. Rez. Sum.

The author discusses the scope of the present-day sociology of education, presents basic concepts of this discipline, definitions of fundamental terminology and functions of the most important social institutions such as, for instance, the family, the school, the employing institution, mass-media, etc. An analysis follows of the model of the process in the modern industrialized society. Much attention is given to the fact that all the norms and values are transmitted to the individual by means of a primary group irrespectively of the degree of group formality. In the final part of the article the author advances postulates for research activity in the field of the sociology of education.

138. SZYSZKO-BOHUSZ, ANDRZEJ: **Wychowanie w Ochotniczych Hufcach Pracy.** (Education in Voluntary Labor Troops). PAN, Kraków 1973, 29 pp.

The publication presents the idea of education through work and ways of its implementation in the what are called Voluntary Labor Troops. The structure of Troops is discussed as well as the forms and methods of educational activity during the two-year period of participant's work there. Motivation for enrollment in the labor troops is analyzed on the basis of research results. Investigations pertaining to the impact of troops upon adolescents with the delinquent past are also presented. Much attention is given to attitudes, views and interests of participants as well as to their organization of leisure time. Changes

in the young people's personality are discussed on the basis of research results and observation. A separate chapter is devoted to modifications which should be introduced to the structure and methods employed in the troops. Possibilities of cooperation with educators and psychologists are discussed at length.

139. WOŁCZYK, JERZY and WINIARSKI, MIKOŁAJ: **Szkoła w społeczeństwie wychowującym.** (School in the Educative Society). *Wychowanie* 1973, No. 7, pp. 3–9.

The authors analyze the tasks to be fulfilled by the school in order to satisfy the requirements of the educative society. In the first part of the article attention is drawn to environmental influence determining the intellectual, physical, moral and aesthetical development of the individual. In the second part of the article the authors discuss the structure and activities of the community school which is to form the surrounding family-, peer- and out-of-school-environment. The tasks of the community school are discussed at length, especially those of reducing and eliminating the negative environmental influence as well as those consisting in the coordination of tutelary functions in the district. Emphasis is given to the combination of instructional, educational and tutelary functions in the community school. In the final part of the article the authors discuss research projects aiming at the analysis of the functioning of the community school in Poland. Three main research techniques will be used i.e. survey, monograph and an experimental design.

140. WOŁCZYK, JERZY and WINIARSKI, MIKOŁAJ: **Szkoła wychowania integralnego.** (The School of Integral Education). *Głos Nauczycielski* 1973, No. 11, pp. 4–5.

The authors discuss the origin of the community school as being connected with the increasing role of the environmental influence on the one hand, with the shifting of emphasis from the teaching to the learning process, on the other. Emphasis is given to the function of the

community school which consists in the formation of the educative society and as such combines the educational, instructional and tutelary functions. In the second part of the article the authors discuss the initiative of the Institute for Social Pedagogy at the Warsaw University according to which a four-phase research project is to be started with regard to the community school. Phase I and II will be devoted to the scope, fields and forms of educational and tutelary functions of the community school in the industrial environment. Investigations will also pertain to the instructional activity of the school as well as to the social activeness of the pupils. Phase III will cover the full preparation of a model for the ideal community school, while phase IV will consist in the empirical verification of the model in the educational practice. Alongside with research on the problems the authors postulate to extend the regular activity of primary and secondary schools by various community and environmental functions.

141. ZABOROWSKI, ZBIGNIEW: **Stosunki międzyludzkie a wychowanie.** (Interpersonal Relations and Education). „Nasza Księgarnia" 1972, Warszawa, 230 pp. bibl.

The book deals with problems from the border of educational sciences and sociology. Part 1 discusses the ideological foundations of forming interpersonal relations as well as the psychological mechanisms influencing their functioning. Deviations and destructive mechanisms in interpersonal relations are presented at length, much attention being given to counteracting these mechanisms in schools and in the employing institutions. Part 2 is devoted to the formation of proper interpersonal relations in school which is to function as a healthy social and educational environment, favorable for the preparation of the young people for the life in the society. The annexes included present special scales for the evaluation of attitudes of the pupils, their socialization and teacher-pupil interactions in the classroom.

See also: 153, 158, 159, 162, 163, 168.

V. TEACHER'S PROFESSION

142. BANASIAK, JAN: **Próby kształtowania postawy twórczej przez praktykę w procesie kształcenia pedagogów.** (Forming Creative Attitudes by Way of Practice in the Process of Training Educators). *Kwartalnik Pedagogiczny* 1973, No. 2, pp. 91–102.

On the basis of the data obtained in the course of the practising period for students at the educational department of the Warsaw University the author discusses the formation of creative attitudes. The students were divided into three groups according to the IQ, the mean attainment during the first and the second year at the university and their professional experience. Each group was to fulfill a number of tasks within the framework of the practising period at the end of which attitude scales and tests were administered. The author discusses factors influencing the formation of creative attitudes in students, the qualitative difference between the reproductive and the creative activity as well as undertaking activity with, or without, a desire to change a given state of facts.

143. BARAN, JADWIGA and KNAPIK, DANUTA and WYCZESANY, JANINA: **Przyczyny trudności w studiowaniu nauczycieli pracujących.** (Causes of Teachers' Difficulties at Extramural Studies). *Dydaktyka Szkoły Wyższej* 1972, No. 4, pp. 29–52, tab. Sum. Rez. Rés.

The article is based on research carried out on a sample of 125 students at the extramural department of the Higher School for Education in Cracow in the year 1971/72. The authors discuss motivation for undertaking studies and for the choice of the special field. Practical, social and intellectual motives are analyzed in detail. Attention is then focused on difficulties in studying at the extramural department and on their causes classified into three groups: 1) personal difficulties, 2) professional difficulties arising from the combination of active professional work and tasks at the university and 3) diffi-

culties connected with the functioning of the higher school. Group 1 covered intellectual and personality factors, age, home situation, the state of health and financial conditions. Group 2 embraced the teaching load, social work, the attitude of the headmaster toward the employee's studies, the distance from the place of residence to the university and the access to libraries. Group 3 covered the organization of lectures and classes, the examination system, the learning strategies and learning techniques as presented to the students, the teaching methods employed by the faculty, the attitude of university teachers toward the extramural students and the social facilities supervised by the department.

144. KOŻUCHOWSKI, LESZEK: **Studia pedagogiczne a zatrudnienie ich absolwentów.** (Educational Studies and the Employment of Graduates). *Życie Szkoły Wyższej* 1973, No. 2, pp. 65–72.

The present research aimed at stating the value of university training in the field of education, the utilization of the qualifications obtained and the adequacy of the academic curricula to the professional needs of the graduates. An analysis was completed of the structure of employment within the group of 8890 graduates of higher educational schools of various types. Investigations followed of 220 graduates from educational departments of the Adam Mickiewicz University in Poznań and of the Nicolaus Copernicus University in Toruń. The data obtained by means of a questionnaire circulated among the subjects are discussed in detail with regard to the type of work fulfilled by the graduates, the value of knowledge acquired at the university and the professional identification.

145. KRAWCZYK, ZBIGNIEW: **System kształcenia nauczycieli wychowania fizycznego w Polsce jako przedmiot badań socjologicznych.** (The System of Training Teachers of Physical Education as a Subject of the Sociological Research). *Kultura Fizyczna* 1973, No. 1, pp. 10–12, bibl.

The present system of training teachers of physical education is oriented to the following social needs:

1) teaching physical education in schools of all types and levels, 2) recreation for adults, 3) coaching in sport clubs, and 4) corrective physical training and revalidation activities. Specialists in these fields are trained in 8 academic schools based on the principle of multilevel instruction (first-level studies, M.A. studies, doctoral studies), as well as on the principle of uniformity and centralization. Four out of eight academic schools have the right to offer master's and doctoral degrees, one of them having the right to award habilitated doctor's degrees. Research on the social and professional status of graduates from academic higher schools in this field is carried out in the Interuniversity Department for Research on Higher Schooling. A part of the research is presented pertaining to the role of specialists in physical education in highly industrialized and urban regions.

146. MAĆKOWIAK, ANTONI: **W sprawie kształcenia nauczycieli klas początkowych.** (Training Elementary School Teachers). *Życie Szkoły* 1973, No. 2, pp. 1–5.

The author points to the fact that the success of the coming school reform will depend on educators who are to implement it in the school system. Therefore, all the teachers of primary schools should obtain university education at academic teacher training departments. Initial instruction requires special skills and a kind of preparation differing from that indispensable for the teacher of higher grades in the primary or in the secondary school. The new model of teacher training to be implemented next year provides full university education for teachers of elementary school (grades I–III of the primary school) and prepares them to continue the teaching of two school subjects in higher grades of the primary school, i.e. grades IV–VIII. Emphasis will be given to skills of future teachers in the field of art, technical and physical education. The training will include elements of preschool pedagogy, special pedagogy and tutelary activities. The scope of psychology to be taught to future teachers will also be increased.

147. OLSZEWSKA, KAROLINA: **Motywy wyboru zawodu nauczycielki przedszkola.** (Motivation for the Choice of a Nursery School Teacher's Profession). *Wychowanie w Przedszkolu* 1973, No. 3, pp. 153–160, No. 4, pp. 179–184.

The author discusses results of research on the motivation for the choice of a profession of nursery school teacher and on the influence of the knowledge of the profession upon teacher's attitude toward it. Investigations embraced both students in secondary schools for nursery school teachers and practising teachers studying at the college extramural department for nursery education. The following types of motives have been revealed: 1) interests, especially common in secondary school students, 2) financial situation and living conditions, 3) difficulties in entering other departments, 4) advice from the part of parents or teachers. The author analyzes the statistical data obtained and draws a number of conclusions pertaining to the educational process in institutions training the future nursery school teachers. Special emphasis is given to the proper school orientation, formation of positive attitudes toward the profession, ensuring a smooth passage from secondary schools for nursery school teachers to college departments for nursery education and establishing the similar level of requirements at departments for primary school teachers and at those for nursery school teachers. Attention is also drawn to the value of in-service training courses for nursery school teachers.

148. WĘDRYCHOWICZ, ADAM: **Życie kulturalne nauczycieli. Wybrane problemy i aspekty.** (Teachers' Cultural Life. Some Selected Problems). PWN, Łódź 1973, 148 pp.

This is a monograph presenting primary school teachers of a big town as participants of the cultural life of the country. Research was conducted during the years 1960–1967 and embraced 500 teachers from 24 primary schools in the city of Łódź. Investigations were carried out by means of a questionnaire and interviews with the teachers. Data are presented pertaining to the financial conditions, home situation and the participation in cul-

tural life. A discussion concentrates on the most typical correlations as well as on changes occurring in the teachers' participation in cultural life during the period of research. Additional data were also obtained pertaining to the teachers' time budget. Investigations on this subject embraced 100 teachers of 17 primary schools, a sample being different from that drawn for research on the participation in the cultural life. A detailed analysis of the data obtained follows. Questionnaires and statistical tables are included in an annex. An ample bibliography is also appended.

149. WOŁCZYK, JERZY: **Czynnik czasu. Jaka szkoła nam potrzebna?** (The Time Factor. What School do we Need). *Życie Warszawy* 1973, No. 92, pp. 3, 6.

The program of activities of the Ministry of Education contains a number of acts and regulations the aim of which is to provide for a more rational organization of teacher's time and for a modernized system of administrative work in schools. Modifications will permit the teacher to organize additional non-lesson and out-of-school activities for the children and thus to emphasize personality formation, interests, motivation and capabilities of pupils. Some of the changes will also liberate the teacher from tiring administrative functions and help to shorten meetings and school conference whenever it is possible and desirable. Much attention is given to functions of school administration which should not be restricted to evaluative tasks but ought to embrace broad counselling activity for the teachers and tutelary activity for the children. School inspectors controlling all the functions of the school have been replaced by subject-methodologists, whose task is to control merely particular subject-areas and to help the teacher in solving a great number of practical teaching problems. The work of inspectors is to be supervised by the Institute for Teacher Training in cooperation with the Section for Educational Metrology at the Institute for School Curricula.

See also: 116.

VI. SCHOOLS AND INSTITUTIONS

(by type or level)

VI. 1. PRESCHOOL

150. KORZENIOWSKA, ZOFIA and PONCZEK, ROMUALD: **Czy przedszkole przygotowuje dzieci do nauki czytania i pisania?** (Does the Kindergarten Prepare Children for Reading and Writing?). *Wychowanie w Przedszkolu* 1972, No. 12, pp. 620–624.

The authors present the results of research pertaining to comparing the school readiness level of children attending preschool education centers and those brought up at home. Investigations conducted by the employees of the Educational Advisory Center in Wejherowo embraced two groups of children born in 1963, entering grade I of the primary school. The following skills were examined: mechanical and logical memory, skill to construct simple geometrical figures, graphic skills, numerical concepts up to 10 and skills to generalize. The authors concentrated on skills indispensable for the proper course of learning to read and to write. Similarities and differences between the two groups of children are then discussed with regard to these skills. In the light of research results the authors state that the kindergarten satisfactorily fulfills its functions merely as far as children with low or average development rate are concerned. Shortcomings are pointed out in the field of forming graphic skills in children with high development rate. Differences in the level of graphic skills between boys and girls are also discussed. In the final part of the article the authors advance a number of postulates concerning the methods and forms of developing graphic skills in preschool children.

151. SZEMIŃSKA, ALINA: **Jak zapewnić powodzenie dziecku w klasie pierwszej.** (How to Ensure Success for a Child in Grade I of the Primary School?). *Wychowanie w Przedszkolu* 1973, No. 1, pp. 15–23.

The author states that the difficulties in the process of instruction encountered by primary school pupils are de-

termined by the course of the educational process in grades I–IV, i.e. in the elementary school training. One of the most common causes of failure is the what is called school backwardness at the age of school entering. Therefore, the early enrollment to grade I of the primary school has been introduced by the Ministry of Education in order to obtain a diagnosis of the level of school readiness half a year before the school entrance and in case of need — to provide remedial educational activities for the retarded children. The author concentrates on the types of skills which should be formed in children before entering grade I. Special attention is given to the formation of motor skills, coordination of movements, understanding of spatial relations, lateralization, perception and reproduction of shape. Practical conclusions pertaining to the organization of activities in preschool centers are drawn in the final part of the article as an illustration of theoretical considerations presented by the author.

152. WIĘCKOWSKI, RYSZARD and DOMANIEWSKA, TERESA: **Program wychowania w przedszkolu w świetle nowych zadań oświatowych.** (The Educational Program for Kindergartens in the Light of the New Educational Tasks). *Wychowanie w Przedszkolu* 1972, No. 12, pp. 617–620.

The authors discuss the educational and tutelary functions of the kindergarten in the light of the new tasks of the educational system in the country. In the light of these considerations a new educational program for kindergartens is presented which has been prepared by the Section for Preschool and Initial Education of the Institute for School Curricula. The program is divided into three parts. Part 1 contains a discussion of educational tasks of the preschool education center, i.e. the formation of knowledge, skills, interests and attitudes in the intellectual, social, moral and emotional spheres. Part 2 contains curriculum contents in detail presented separately for various age groups within four developmental levels. Part 3 discusses methods and forms of realizing the educational and tutelary functions of the kindergarten. The authors stress the role of child's own experience in the formation of knowledge, skills and interests. Links between the activi-

ties of the kindergarten and the work of primary school teachers conducting preparatory classes for children with a low level of school readiness are also discussed. The necessity to individualize the activities of primary school teachers during the six-month preparatory courses is pointed out on the basis of guidelines drawn from the developmental psychology.

VI. 2. PRIMARY

153. DZIEDZIAK, HALINA: **Wyrównywanie startu życiowego.** (Equal Educational Opportunity for All). *Wychowanie* 1973, No. 7, pp. 10–16.

The article written by a primary school teacher contains a report on the experiment carried out during the years 1957–1964. Investigations aimed at reducing the size of the non-promotion phenomenon as well as at stating the careers of primary school graduates. The activities have been initiated with the end to 1) form the class collective, 2) form interests and raise the aspiration level, 3) establish various forms of aid for slow learners, 4) introduce a new system of sanctions and 5) popularize educational knowledge among parents. The author draws a number of conclusions on the basis of research results against the background of careers of graduates. Decrease in the size of the non-promotion phenomenon is stated as well as a full continuation of primary school learning in schools of the secondary level. Much attention is also given to the fact that no decrease in the educational attainment was noted after the passage to schools of a higher level. An analysis is also included of the social origin of all the primary school graduates continuing instruction in post-primary schools.

154. GALANT, JÓZEF: **Proces wychowawczy na lekcjach w klasach I–IV.** (The Educational Process at Lessons in Grades I–IV). PZWS, Warszawa 1972, 206 pp. tab. bibl.

The author presents the application of the theory of manysided instruction to the educational process in grades

I–IV of the primary school. Considerations are based on the four-year experiment conducted at lessons of the Polish language and mathematics. Samples of lessons are included as well as a report on the socialization level, interests, creativeness, self-dependence and diligence of the children. Attention is devoted to the teaching methods and classroom techniques employed, the efficiency of which was measured by a large number of achievement tests and attitude scales. An ample bibliography of the subject is included.

155. GUTKOWSKA, ELŻBIETA: **Z badań nad wzorowymi uczniami szkoły podstawowej.** (Research on the Best Pupils of a Primary School). *Psychologia Wychowawcza* 1972, No. 4, pp. 448–456.

The article contains a report on the research embracing a sample of 362 good pupils from grade VIII of 33 primary schools. Investigations aimed at stating their intellectual capabilities and social readiness. The group of good pupils has been distinguished according to the following criteria: a) systematicity, durability, diligence, b) high educational attainment and c) social activeness. The research techniques used were: formmaster's questionnaires, interviews with pupils, parents' questionnaire, Raven's intelligence test, Kon's and Baley's scales. A detailed analysis of research results follows completed by the analysis of careers of these pupils as primary school graduates.

156. KOŚCIOWA, MARIA: **Moje metody pracy w klasie I.** (My Methods of Work in Grade I). PZWS, Warszawa 1973, 221 pp.

The book contains a description of teacher's activities in grade I of the primary school organized according to the creativity centers design. The educational process is presented on the example of two experimental Warsaw primary schools. The author discusses the over-all educational plan, curricula and syllabi for particular subjects, the organization of instruction, teaching methods and classroom techniques, providing ample exemplificatory material. A great number of teaching aids as well as elements of the classroom equipment are discussed at length.

Much attention is devoted to the educational attainment of grade I pupils. In the final part of the publication the author draws a comparison as between the educational process in the two experimental schools and in schools employing traditional methods of instruction.

157. KUJAWIŃSKI, JERZY: **Zróżnicowanie nauczania początkowego.** (Differentiation in the Initial Instruction). *Życie Szkoły* 1973, No. 5, pp. 18–23.

The author points to the significance of individualization for the educational achievement. Considerations are given to individual differences in school pupils with regard to their intellectual capabilities, psychomotor development, interests and motivation. A discussion follows of requirement levels in the field of content included in the curriculum as well as of teaching methods and classroom techniques suitable for the implementation of the individualization principles. Ways of individualizing home assignments are also analyzed.

158. KWILCIŃSKI, ZYGMUNT. **Funkcjonowanie szkoły wiejskiej w rejonie uprzemysławianym. Studium badawcze w aspekcie jednolitości szkolnictwa.** (Functioning of the Rural School in the Industrialized Region. Research on the Uniformity of Schooling). PWN, Warszawa 1972, 228 pp. bibl. Sod. Sum.

The publication contains the results of research conducted during the years 1968–1970 by the Section for Research on Industrialized Regions at the Polish Academy of Sciences. Investigations were carried out in a typical region being in the course of industrialization, i.e. in the surroundings of Płock. The author took the post of a primary school teacher in the school under examination. The book presents observations made during the author's educational work as well as data obtained by means of interviews, questionnaires, sociometric techniques, achievement tests and analysis of school documents. The quality of the educational process is discussed as well as the level of cultural and social activity with special regard to selection and professional orientation. An annex is included presenting statistical data.

159. LEWOWICKI, TADEUSZ: **Poziom inteligencji uczniów a efektywność kształcenia.** (Pupils' IQ and the Efficiency of Training). *Kwartalnik Pedagogiczny* 1973, No. 2, pp. 59–72.

The article is a report on research concerning the correlation as between the IQ and the educational attainment. The correlation in question is discussed against the background of various educational strategies as well as of types of lessons corresponding to these strategies. Intervening variables were also considered such as, for instance, the social origin. Much attention was also given to the distribution of scores between sexes. Investigations covered 1500 pupils in grades V–VIII of 18 primary schools from 4 regions. The following research techniques were employed: experimental designs, achievement tests, retention tests and Raven's intelligence tests.

160. NARTOWSKA, HANNA: **Przyczyny trudności i niepowodzeń w nauce.** (Causes of School Failure). *Nowa Szkoła* 1973, No. 5, pp. 8–12.

The author discusses the significance of the elementary instruction period for the future school career of the child. Consideration is given to the most common causes of failure in grades I–IV of the primary school. The author states that causes should be sought either in organization of the teaching process or in the individual psychomotor development of the child. A discussion follows of dislexy, disgraphy and disortography which occur in children with disturbancies in the analysis and synthesis of visual stimuli, in children with disturbancies in the functions of hearing, in children who are under or above the norm of psychomotor development and in mentally deficient children. Some problems can also arise from lateralization. In the final part of the article the author discusses ways of obtaining an early diagnosis of developmental disturbancies.

161. OCHMAŃSKA, WANDA: **Wzmożenie opieki i wyrównanie braków.** (Care for Children and the Liquidation of Shortcomings). *Nowa Szkoła* 1973, No. 5, pp. 6–8.

The article deals with the problem of school failure which is most commonly demonstrated in the non-promotion phenomenon. Three main causes of school failure are discussed at length, i.e. the psychological characteristic of the pupil, the environmental shortcomings and the improper organization of the teaching process in school. Consideration is then given to ways of counteracting school failures, i.e. to the promotion of preschool education and to the intensification of the educational process in school. Specific problems of care for children in grades I–IV of the primary school are analyzed. Cooperation of the teacher with parents, with school physician and psychologist is postulated. Establishment of reeducational groups for slow learners in order to carry out corrective and instructional activities is then considered. Criteria for the establishment of these groups are to be drawn from the categorized observation of pupils.

162. RATAJ, MARIAN: **Szkolnictwo wiejskie w obliczu rekonstrukcji.** (Rural Schools Modified). *Życie Szkoły* 1973, No. 5, pp. 1–6.

The reconstruction and modernization of rural schooling is one of the most important tasks to be fulfilled by the Ministry of Education in the course of the proximate years. So far, a new model of collective rural schools has been worked out and implemented in the system of rural schooling. Its aim is to liquidate small, inadequately equipped and staffed schools and to replace them by large, well equipped ones with a highly qualified staff. The school of the new type is to be responsible for the whole educational activities in the district. It will embrace preschool centers, the primary and the secondary school, postprimary vocational schools and full secondary vocational schools. The district collective school should provide instruction of a quality similar to that of urban schools, promote preschool education for all children, carry out various forms of adult education and contribute to the raising of the cultural level in the local community. The full modification of the network of rural schools will be completed by the year 1977/78.

163. WESOŁOWSKA, MARIA: **Ferment.** (Ferment). *Polityka* 1973, No. 11, p. 4.

The author presents the principles of educational system for the primary school, i.e. the what is called Poznań experiment prepared by Heliodor Muszyński, Head of the Educational Department at the Institute for Education of the Adam Mickiewicz University in Poznań. Much attention is given to modifications of the educational technology employed in the primary school with the view to increase the social activeness of pupils. The school is viewed as a field of social experience for the child, therefore it should function as a small community of all the pupils governed by specific rules and regulations invented by this community. The school is thus equipped in its own objectives, ceremonies, legislation, information system, etc. The teacher fulfills additional task of organizer and coordinator of children's activity. Many sided effects of the new educational system are discussed at length.

164. WOŁCZYK, JERZY: **O skuteczne zapobieganie niepowodzeniom szkolnym.** (On the Efficient Prevention of School Failure). *Nowa Szkoła* 1973, No. 5, pp. 4–5.

The article by the Deputy Minister of Education is devoted to activities of the Ministry in the field of counteracting school failures as demonstrated in drop-out, screening and the non-promotion phenomenon. Special attention is given to the non-promotion phenomenon, as in the opinion of psychologists 70 percent of the non-promoted children are in a position to liquidate gaps in their knowledge without repeating the yearly program. Activities of the Ministry are reflected in the following guidelines: 1) all children should be embraced by the preschool education, first of all those revealing developmental retardation, 2) the non-promotion in grades I–IV is to be liquidated, non-promotion measures being introduced for the first time in grade V, 3) additional classes should be organized for backward learners, 4) the overburdening of children with homework assignments is to be liquidated, 5) the scope of tutelary activities is to be

broadened and 6) the quality of instruction in rural schools is to be raised so as to reach the level of urban schools.

165. WOŁCZYK, JERZY: **Szkoła we wzorcowej gminie.** (The School in the Ideal District). *Wychowanie* 1973, No. 9, pp. 3–8.

In the program of activities prepared by the Ministry of Education for the years 1972–1975 the following items are pointed out as the most significant: a) the establishment of collective district schools, b) the establishment of a new post of a district school headmaster who is to coordinate all the educational activities in the district, c) the organization of additional extramural academic schools for professionally active teachers and d) increasing the quality of instruction by way of employing a special councelling staff i.e. the what are called methodological school inspectors. The author who is Deputy Minister of Education, carefully analyzes each of the above mentioned problems.

See also: 118, 151.

VI. 3. SECONDARY

166. DĄBROWSKI, ZYGMUNT: **Rok krystalizacji nowego modelu kształcenia technicznego młodzieży.** (The Year of Formulating a New Model for Technical Education). *Wychowanie Techniczne w Szkole* 1973, No. 1, pp. 1–2.

The author presents a report on the activities aiming at the preparation of a new model for technical education of the youth. Proposals of the Polish educators are analyzed against the background of opinions issued by heads of pedagogical institutes of all socialists countries at the 1972 conference. Attention is given to the possibilities of implementing the new model of polytechnic education not only at school lessons but also in the course of social activity, in youth organizations, societies, cultural institutions, and — last not least — school subjects of the mathematical–technical group. Implementation of

the new ideas in rural regions is also discussed from the point of view of tasks to be fulfilled by the collective district school.

167. PUTKIEWICZ, ZYGMUNT: **Wyniki nauki szkolnej a motywy uczenia się.** (The Educational Attainment and the Motivation for Learning). *Psychologia Wychowawcza* 1972, No. 4, pp. 401–415, bibl. Rez. Sum.

The article is devoted to the correlation as between the motivation for learning and the educational attainment. The aim of research was to state the size of the correlation as well as its significance in differing school setting. Research was carried out on a sample of 81 pupils of grades I–III of the secondary school by means of the following techniques: interviews with the teachers and with the pupils, motives inventory filled in by the researcher in the course of the interview and by the pupil himself, average school attainment and achievement tests. The following types of motives have been distinguished: cognitive, social, ideological, ambitional, practical, vocational and neurotic. A correlation attainment is presented in a set of statistical tables. Special attention is also given to the change in the type of motivation in the individual and its impact on the educational attainment.

168. TATAROWICZ, JAN: **Rola treningu w procesie społecznej aktywizacji dziecka.** (The Role of Training in the Social Activation of the Child). *Psychologia Wychowawcza* 1972, No. 4, pp. 416–430, bibl. Rez. Sum.

The article contains research results pertaining to the impact of training on the development of social activeness in children. In the introductory part of the article the author presents the theoretical and methodological foundations of research. An analysis of data obtained in the course of training experiments follows. The discussion pertains to the effects of training on the socially active as well as on the socially passive children. Special attention is given to the following social activities: protesting, leadership and initiative. Investigations were carried out on a sample of 83 pupils from grades III–VIII of the

primary school selected by means of sociometric techniques and activeness scales. The following indicators were employed: the ASP indicator, the activeness increase indicator and the global activeness indicator. A set of statistical tables is included demonstrating the results obtained on each particular training test by the group of passive and by the group of active pupils.

VI. 4. VOCATIONAL

169. BEDNARSKI, HENRYK: **Absolwenci średnich szkół rolniczych. Ich funkcja społeczno-zawodowa.** (Graduates from Secondary Agricultural Schools. Their Social and Professional Functions). Ludowa Spółdzielnia Wydawnicza, Warszawa 1972, 161, pp. tab. bibl.

The publication is based on sociological research on social and professional functions of graduates from secondary agricultural schools. The aim of investigations discussed in the book was to state the preparation of graduates for fulfilling leaderlike roles in the field of agricultural economy in rural regions. Research results are analyzed against the background of changes in the functioning of farms, in the structure of the rural family, and in the economic policy of the rural region in the course of industrialization. Data have been obtained by means of research embracing secondary agricultural school graduates from the years 1960–1970 and by means of investigations on a sample of farmers using the services of agricultural employees with secondary agricultural education. An analysis of graduates' careers is also completed. A discussion follows of the motivation for the choice of a profession, of decisions to abandon the profession as well as of aspiration level and the professional and the social status of graduates in the rural region. On the basis of the research results obtained the author advances postulates pertaining to the course of the didactic-educational process in the secondary agricultural school, to the structure of the in-service training and to employment policy with regard to the secondary agricultural school graduates.

170. ZBIEGIEŃ, LIDIA: **Studia nad przysposobieniem zawodowym uczniów i absolwentów wybranych techników krakowskich.** (Studies on the Professional Preparation of Pupils and Graduates of Several Cracow Vocational Schools). Ossolineum, Kraków 1973, 135 pp. bibl. Rez. Sum. PAN — Prace Komisji Socjologicznej, No. 28.

The author analyzes the statistical data obtained from the Ministry of Mining and from the Central Board of the Geological Industrial Plants. Research results are also presented which were obtained by means of a questionnaire circulated among 230 technicians geologists and 172 technicians miners. Investigations pertain to the motivation for the choice of a profession. On the basis of the data obtained the author postulates the prolongation of general education in order to avoid wrong decisions on the part of adolescents. Further analyses concern the expectations connected with the future profession, opinions on the profession and adaptation to the actual employment. The author emphasises the necessity to modify curricula and teaching plans so as to stress the industrial practice for the vocational secondary school pupils in order to get them acquainted with the true picture of their future profession. Tasks are also discussed to be fulfilled by the managing board of the industrial plants with regard to pupils at practising-periods and employees at trial-periods.

A discussion follows of the organization of labor in the employing institutions as well as of interpersonal relations, salaries, working conditions, social facilities and other factors influencing the level of satisfaction with work and the adaptation to the profession.

171. ZIELIŃSKI, EUGENIUSZ: **Telewizyjne Technikum Rolnicze cenną inicjatywą ZMW.** (A TV Agricultural Secondary School as an Initiative of the Association of the Peasant Youth). *Życie Partii* 1973, No. 2, pp. 35.

On the initiative of the Association of the Peasant Youth the Polish Television started emission of educational programs in a series entitled "The Agricultural Secondary School on Television". The content of the series corre-

sponds to the curriculum requirements of extramural agricultural secondary schools in Poland. The series is designed for the learners enrolled in schools of this type as well as for the employees of agricultural institutions in Poland. The Association of the Peasant Youth organizes groups of viewers who work in teams. Its tasks are also: 1) to ensure the highly qualified staff for the preparation of successive programs in the series, 2) to ensure the implementation of new teaching methods for groups of learners who utilize the educational programs and 3) to ensure the aid of the Polish United Worker's Party for agricultural employees raising their professional qualifications. The author discusses at length the structure of the educational program as well as its consequences for the quality of work on the part of the agricultural employees.

See also: 191, 192.

VI. 5. HIGHER

172. DAABOWA, JADWIGA: **O możliwościach unowocześniania nauczania języka łacińskiego w szkole wyższej.** (Possibilities to Modernize the Teaching of Latin in Academic Schools). *Dydaktyka Szkoły Wyższej* 1973, No. 2, pp. 109–126.

The author presents a draft of the programmed Latin textbook for students of academic schools. The textbook is composed of two parts: Part 1 contains a programmed presentation of grammatical rules and of the basic vocabulary, Part 2 is a selection of Latin texts to be covered by means of conventional methods. It is expected that the textbook will ensure individual progress as well as a higher rate of curriculum realization, utilization of error for establishing correct associations and a more economic organization of the learning process. The author discusses the principles of the programmed instruction which can be implemented in the teaching of Latin and provides instructions concerning the proper organization of the educational process with the use of the new textbook. A bibliography of the subject is included.

173. DYSKUSJA **nad nauczaniem historii oświaty i wychowania w szkołach wyższych.** (Discussion Concerning the Teaching of the History of Education in Academic Schools). *Przegląd Historyczno-Oświatowy* 1972, No. 4, pp. 647–691.

The article contains a review of 27 reports delivered during a discussion on the teaching of the history of education in the academic schools. The discussion concentrated round methods of transmitting knowledge, teaching aids, source materials, monographs and textbooks. Much attention was also given to the structure of the handbook as well as to the evaluation of publications from the field of the history of education. Several methodological shortcomings have been indicated from the point of view of their helpfulness for the university teaching of the subject. Correlations between the history of education and other subjects taught in the higher school were also discussed.

174. KIETLIŃSKA, ZOFIA: **Warunki zmian.** (Conditions for the Changes). *Życie Warszawy* 1973, No. 114, pp. 4.

The author discusses the prospects of the development of Polish academic schools in connection with the prognoses advances by futurologists and concerning the percentage of employees with university education in the year 2000 (12.5 percent of the population). The quantitative changes will bring about considerable qualitative changes pertaining to the structure of the academic school and its functions in the society. The author lists factors indispensable for the proper course of the above mentioned modifications. The most significant of them are connected with the teaching staff, university infrastructure and the social aid given to university students. During the years 1975–1985 the most important measures should be undertaken in order to ensure proper conditions for the realization of the plan for the years 1985–2000. A detailed analysis follows of tasks for the coming decade.

175. KOSECKI, ANDRZEJ and LOSSOW-SAMKOWA, BARBARA: **Metoda programowania optymalnego układu sal dydaktycznych**

wyższej uczelni technicznej. (Programming Optimum Arrangement of Premises for the Technical University). *Dydaktyka Szkoły Wyższej* 1973, No. 2, pp. 81–98, bibl.

The authors consider the set of problems connected with the architecture of the technical university. The discussion is based on a correlation as between the number of persons using the room and the amount of time for the utilization. The architecture is presented as determined by the type of the academic school, its curricula, methods and forms of instruction as well as by the principles of administering the premises. Theoretical and methodological considerations are illustrated by a presentation of methods and results of planning the Building Engineering Department at the Cracow Technical University.

176. LEJA, LEON: **Model nauczyciela akademickiego w opinii studentów.** (Model University Teacher in the Eyes of the Students). *Neodidagmata* 1972, No. 4, pp. 21–48, tab. Rez. Sum.

In the introductory part of the article the author gives consideration to the status of education at the university as well as to the training profile at the academic school. Attention is given to the preparation of students for the future process of permanent education. The discussion is based on the analysis of specific features characterizing the educational process in the academic school. The second part of the article is devoted to the personality of the university teacher. A review is presented of views concerning the teacher's personality e.g. of W. Okoń, T. Nowogrodzki, E. Czetwertyński and T. Nowacki. An analysis follows of the research results obtained in the course of investigations on a sample of 600 students at day and extramural departments. The subjects filled in a questionnaire devoted to various aspects of their teacher's personality. Items pertained to students' expectations, their disappointment, features of teachers they like and dislike, model university teacher's personality, etc. The statistical data are presented in a set of tables. On the basis of the research results the author draws conclusions pertaining to the educational process in the academic school.

177. LEJA, LEON: **Możliwości podwyższenia efektywności studiów uniwersyteckich.** (Possibilities to Increase the Efficiency of Academic Training). *Życie Szkoły Wyższej* 1973, No. 2, pp. 14–24.

The author discusses the possibilities to increase the efficiency and raise the quality of academic training. Considerations are based on a questionnaire circulated among university teachers and undergraduate students at the Adam Mickiewicz University in Poznań. Analyzing the problem from the point of view of the scientific organization of labor the author points to the following spheres: educational objectives, the teaching content, planning and the organization of the educational process, teaching strategies and student evaluation. A list of factors determining advances in the educational process is then presented: 1) a constant analysis of the educational objectives and the academic curricula as compared to economic development plans of the region, 2) the integration of basic functions of the academic school, i.e. of its scientific, educational and social functions, 3) a rational utilization of qualifications on the part of the university teachers and the implementation of new teaching aids and teaching techniques, 4) a systematic training of the young academic staff in the field of education, scientific organization of labor and the new educational technology.

178. MALEWSKA, EUGENIA: **Czynniki psychospołeczne determinujące proces kształcenia i wychowania w uczelni wyższej.** (The Psychological Factors Influencing the Educational Process in the Academic School). *Dydaktyka Szkoły Wyższej* 1973, No. 2, pp. 3–27. Rez. Sum. Res.

The author presents the results of research on the efficiency of instruction at the freshman year of the Higher Agricultural School in Olsztyn. Investigations embraced 563 freshman year students of three departments in the year 1968/69 and 129 university teachers. The following research techniques were used: an analysis of formal indicators, Raven's Matrix test, Eysenck's personality questionnaire, anonymous questionnaires, interviews and observations. Correlations were sought as between the educational attainment and motivation, adaptation to the

new environment, research interests, teacher-student relations, teaching methods and learning strategies. Factors influencing the educational process were classified into the following groups: objective factors determining the organization of training, psychosocial factors, didactic factors and factors depending on the general atmosphere of the higher school. A detailed analysis of the research results in each of the above mentioned groups is presented.

179. MARCISZEWSKI, WITOLD: **Sieć na zdolnych domowym sposobem.** (Home-Made Talent Hunt). *Życie Warszawy* 1973, No. 59, pp. 5.

One of the most important tasks of modern schooling is the selection and education of gifted students. The author discusses one of the possible forms of the talent hunt, i.e. the individual training program for university students. Each institute or department should organize at least one seminar for scientific workers and the best students of the given specialty. The seminar would function as a research team and as a discussion platform from which topics for M.A., M.S., and doctoral dissertations would spring. The enrollment in the seminar would depend on the quality of solutions to problems presented to the best students at regular seminars. The value of cooperation between students and research workers is strongly emphasized.

180. ODLANICKI-POCZOBUTT, MICHAŁ (ed.): **Pedagogiczne problemy startu zawodowego młodej kadry naukowej uczelni technicznej.** Part 1. (Pedagogical Problems of the Professional Start of Young Scientific Workers in Technical Universities). *Zeszyty Naukowe Akademii Górniczo-Hutniczej* 1972, No. 359.

The present issue of bulletins published by the Academy of Mining and Metallurgy in Cracow contains materials from the plenary session of the Institute for Social Sciences at the Academy, April 13–14, 1972. The following reports are included preceded by the introductory remarks by A. Jankowska and R. Czekajowski: 1) Czekajowski, R., Training and Raising Professional Qualifications of Young Scientific Workers, 2) Tatkowski, A., At-

titudes and Views of Young Scientific Workers on the Example of the Cracow Academy of Mining and Metallurgy, 3) Kłyś, T., The Preparatory Educational Study for Young Scientific Workers in Technical Universities, 4) Poleski, M., Classes as a Basic Form of Instruction in the Eyes of Students, 5) Brycki, B., Demonstration in the Process of Instruction in the Technical University, 6) Sokołowski, R., The Introduction of Algorithms to the Educational Process, 7) Janiszewska, M., Evaluation and Its Criteria as Viewed by Young Scientific Workers.

181. ODLANICKI-POCZOBUTT, MICHAŁ (ed.): **Pedagogiczne problemy startu zawodowego młodej kadry naukowej uczelni technicznej.** Part 2. (Pedagogical Problems of the Professional Start of Young Scientific Workers in Technical Universities). *Zeszyty Naukowe Akademii Górniczo-Hutniczej* 1973, No. 380.

The present issue of scientific bulletins published by the Cracow Academy of Mining and Metallurgy contains materials from the plenary session of the Institute for Social Sciences at the Academy, April 13–14, 1972. The following reports are included in the bulletin: 1) Hibner, R., Elements of Higher School Didactic Taught to Young Scientific Workers at the Technical University, 2) Gielarowska, D., Educational Functions of the Pedagogical Study for Young Scientific Workers, 3) Góra, H., The Development of Educational Training for Scientific Workers of the Gdańsk Technical University During the Years 1960–1972, 4) Dziwisz, M., The Necessity to Establish a Uniform Educational Study for Young Scientific Workers, 5) Góra, H., The Ideal University Teacher in the Socialist Society. Materials from the discussion are also included as well as a list of participants.

182. PAŁUBICKI, KONRAD: **Z prac nad projektem reformy wyższego szkolnictwa muzycznego.** (Activities Connected with the Preparation of the Reform of Music Schools). *Ruch Muzyczny* 1972, No. 20, pp. 3–4.

The author presents the activities of the Council for Academic Art Schools at the Ministry for Culture and

Art in the field of the reform of music schools. The following items are discussed at length: specialization at the academic school, the reform of vocal studies, transforming the Department for Music Education into a sole sector training teachers of music education for secondary schools, extending evening and extramural studies, establishing optional seminar-type classes and integrating the whole music education from the primary to the academic school in the field of the teaching methodology. So far, the Council has prepared the following items: organization of particular schools, rules and regulations of studies, curricula for various departments, directives for the activity of Chairs at art departments, the recruitment system, the employment of university teachers at music schools and the procedures of obtaining doctoral and habilitation degrees.

183. PIERZCHAŁA, HANNA: **Poznawcza i społeczno-wychowawcza rola aktywnego udziału studentów w procesie nauczania.** (A Cognitive and Educational Role of Students' Active Participation in the Process of Instruction). *Dydaktyka Szkoły Wyższej* 1973, No. 2, pp. 29–48, Rez. Sum. Res.

The article is devoted to the impact of active participation in the educational process on students' attainment. Part 1 contains theoretical considerations pertaining to the psychological and educational significance of the problem and to the role of the what are called research attitudes in the learning process. Part 2 presents a problem-solving instruction on the example of a lecture for students at the Advanced Teacher Training College. The lecture was included in the curriculum for psychology under the title of "Human Activity. Its Concept, Types and Organization". The author demonstrates several ways of introducing elements of research activity to the learning process and discusses their impact on the attitudes of students on the one hand and on their educational attainment, on the other. A bibliography of the subject is included.

184. UMIŃSKI, LEOPOLD: **Adaptacja społeczno-zawodowa absolwentów szkół wyższych.** (Social and Professional Adaptation

of Graduates from the Academic Schools). *Życie Szkoły Wyższej* 1973, No. 2, pp. 53–64.

An analysis has been completed of the professional adaptation of graduates from three academic departments: law, engineering and economy who are at present employed in the Katowice section of the Railway Lines. Research embraced 1068 graduates from the years 1960–1969 and aimed at stating the relationship between adaptation on the one hand and identification with the profession and stabilization in the employing institution, on the other. Data have been collected by means of a questionnaire composed of 48 questions and 196 categorized answers which was then circulated among the graduates. Additional data have been drawn from 200 interviews and 600 evaluation scales obtained from the managers. In the present article the author considers research results referring to the following problems: 1) adaptation at the introductory trial period, 2) adaptation as an indicator of identification processes, 3) adaptation to, and satisfaction given by, the profession, 4) stabilization and mobility as indicators of adaptation, 5) causes for the mobility, and 6) graduates in the eyes of their supervisors.

185. WALCZAK, STANISŁAW and SUŁEK, MAREK and TABOROWICZ, ANNA: **Próba analizy porównawczej grupy odsiewu egzaminacyjnego z grupą przyjętych na studia.** (A Comparative Analysis of the Examinational Drop-Out-Group and the Group of Candidates Enrolled in the Higher School). *Dydaktyka Szkoły Wyższej* 1972, No. 4, pp. 79–93.

The article contains a comparison of two groups of candidates, those who were not enrolled in the higher school and those who were accepted. Investigations pertained to candidates for the Building Engineering Department at the Warsaw Technical Uniwersity. The authors present data concerning the attainment at the entrance examination, marks at the final certificate of the secondary school, opinions on a questionnaire with regard to the form of the entrance examination, its difficulty, causes of failure, motivation for studying at a given department and the recruitment system at the Technical University.

186. WIECZOREK, TADEUSZ: **Bibliografia wyższego szkolnictwa rolniczego w Polsce 1960–1969.** (The Bibliography of Higher Agricultural Schooling in Poland for the Years 1960–1969). PWN, Warszawa 1973, 221 pp. Rez. Sum. — Międzyuczelniany Zakład Badań nad Szkolnictwem Wyższym.

The publication contains a systematic bibliography of higher agricultural schooling in Poland in the years 1960–1969 and is designed for researchers working on the problems of agricultural education at the university level. Sections and subsections of the bibliography are prepared according to the alphabetical or subject order depending on the number of publications listed. An index of authors as well as an index of subjects is included. The bulk of materials is drawn from periodicals, books and conference proceedings. Both formal and subject criteria have been utilized for the selection of materials to be included in the bibliography.

187. WITKOWSKA, BOŻENA: **Absolwenci o swojej pracy zawodowej.** (Graduates and Their Professional Work). *Życie Szkoły Wyższej* 1973, No. 2, pp. 73–79.

The efficiency of training at the Department of Transport of the Warsaw Technical University has been investigated by means of questionnaires circulated among 740 graduates who completed their studies during the years 1950–1973. In the present article the author discusses research results pertaining to the following problems 1) the profile of university training and the profession exercised, 2) the type of tasks fulfilled by the graduate in the employing institution, 3) the type of tasks desired by the graduates, 4) the level of satisfaction with the profession and 5) opinions concerning factors of professional satisfaction.

VI. 6. ADULT

188. JANUSZKIEWICZ, FRANCISZEK: **Telewizyjna edukacja pracujących a kształcenie permanentne.** (The TV Adult Education and the Permanent Education). *Kultura i Życie* 1973, No. 1, pp. 13–15, il.

The author discusses new requirements for the shape of the educational system in a modern society. A necessity to ensure methodology of intellectual work for all the school graduates is stressed as well as the need to introduce new forms of permanent education which would function as a follow-up of the school learning. The significance of mass-media in the permanent education processes is pointed out on the example of the television. The Polish TV in cooperation with UNESCO initiated in 1966 a series called "TV Technical University" which contained lectures at the academic level and was coordinated with a network of consultation centers for the viewers. The viewers were students at day and extramural departments of technical universities as well as employees in technical institutions. Results of the campaign were discussed at the European Conference on TV Adult Education organized in Warsaw in 1968. The author also discusses some new initiatives of the TV university, i.e. preparatory courses for candidates for university studies, agricultural secondary school lectures and foreign language courses for adults. In the final part of the article the project is discussed of the Teacher Radio and TV University as prepared by the Interuniversity Department for Research on Higher Education in cooperation with teacher training colleges, TV and radio specialists, and representatives of publishing houses.

189. KANIA, JULIAN: **Z badań nad społeczną funkcją szkół podstawowych dla pracujących.** (Research on the Social Functions of Primary Schools for Working Ad 'ts). *Oświata Dorosłych* 1973, No. 5, pp. 263–269.

On the basis of research the author analyzes the structure and organization of primary schools for working adults. A discussion pertains to the network of schooling in rural and urban regions, to the social origin of the learners, their age, motivation and aspirations and to the qualifications of the teaching staff. The author states that the majority of learners in primary schools are adolescents transferred there from day primary schools in consequence of various social conflicts. During the stay in the primary school for adults the adolescents, mainly

17-year-olds are formally involved in the professional work which actually is not the source of their living. Therefore, schools for working adults are faced with problems other than those for solving which they have been established. The author postulates to preserve schools of this type merely for the working adults. Adolescents above the compulsory school age should be placed in classes attached to special schools. Provision of vocational training alongside with general education in schools for working adults is indispensable as well as introduction of additional stimuli for further learning.

190. KOŚCIELNY, KONRAD: **Analiza sytuacji szkolnictwa podstawowego dla pracujących.** (An Analysis of Primary Schooling for Working Adults). *Oświata Dorosłych* 1973, No. 5, pp. 259–263.

The resolution adopted by the Council of Ministers and the guidelines advanced by the Commission of Science and Education of the Polish Diet make the employing institutions responsible for raising professional qualifications of the employees. Therefore, a large number of primary schools for working adults have been established by the employing institutions alongside with vocational training courses. The author quotes data from the bulletins of the Main Bureau of Statistics stating that the number of adults under the age of forty without the full primary school education amounts to 780 thousand, while the number of illiterate and semi-illiterate people — to 60 thousand. In the light of the analysis carried out by the author a large number of these cases are due to the improper attitude on the part of the employing institutions which do not insist on the continuation of learning and do not provide educational opportunities for their employees. In the final part of the article the author presents a draft of the program of educational activities in this field prepared by the Ministry of Education. The following new forms will be introduced to the educational system: 1) courses preparing for the examination giving the title of a qualified worker, including both general and vocational subjects, 2) Saturday-Sunday courses, 3) special courses at the level of the primary

school for mothers of small children, 4) courses organized in rurar regions for farmers and agricultural employees with a changing distribution of classes in various seasons of the year. The implementation of the new forms of training at the primary level will be supervised by trade unions and local educational authorities.

191. NOWACKI, TADEUSZ: **Funkcje oświaty zawodowej dorosłych.** (Functions of Vocational Adult Education). *Kwartalnik Pedagogiczny* 1973, No. 2, pp. 39–50.

The author discusses various aspects of in-service training and retraining courses indispensable because of the changing requirements brought about by advances in science and technology. A classification of in-service training methods into four groups is postulated according to the function of schooling. The criterion is, therefore, a comparison as between the amount and the type of education on the one hand and the professional requirements, on the other. Various types of this relation are then analyzed such as, for instance, when the employee's education surpasses the requirements, when the requirements surpass the pre-service training, when the scope is equal and when a change in the requirements calls for a full retraining process. Three functions i.e. the adaptative, the compensative and the reconstructive are then discussed at length. In the final part of the article the author gives consideration to the organizational aspects of the in-service training.

192. PISKIEWICZ, MICHAŁ and TROJANOWSKA-ŻMIJEWSKA, MARZENNA: **Model ośrodka doskonalenia zawodowego.** (A Model of the Professional Training Center). *Oświata Dorosłych* 1973, No. 5, pp. 273–283.

The professional training is conducted by vocational schools and postprimary educational institutions subjected to the Ministry of Higher Education as well as by professional training centers subjected to corresponding ministries. The authors discuss the place of the professional training in the overall educational system and present a model of the professional training center with

regard to its functions, structure and architecture. The model is based on the assumption that participants are liberated from active professional work for the time of the course. Attention is given to stimuli for raising professional qualifications, e.g. listing posts embraced by the professional training and planning of mass-scale professional training. Much place is also devoted to programming the teaching content and syllabi owing to the cooperation of specialists of a given discipline and educators. A discussion follows of the teaching methods and forms of instruction to be employed in the center as well as to the teaching aids and the equipment of rooms. Consideration is also given to the living conditions of the participants on the premises of the center.

193. PÓŁTURZYCKI, JÓZEF: **Rola kontroli w doskonaleniu procesu dydaktycznego w placówkach oświaty dorosłych.** (The Role of Evaluation in Raising the Quality of Instruction in Adult Educational Institutions). *Oświata Dorosłych* 1973, No. 2, pp. 66–75.

The author discusses the nature and types of evaluation and presents its role in raising the quality of the educational process in schools of all types and levels. Attention is given to the function of evaluation in adult education. Ways of evaluating the educational work of the teacher are discussed, emphasis being given to inferences made on the basis of the educational attainment of learners. The author discusses evaluation procedures as a means of diagnosing types of difficulties encountered by adult learners in the process of instruction. Its value for the proper organization of the teaching process as well as for the adjustment of the syllabus to the learners' capabilities is also considered at length. Differences are then analyzed as between the function of evaluation in teaching children and in teaching adult learners.

194. RUCHAŁOWSKI, HENRYK: **Aspiracje społeczno-zawodowe pracujących uczniów w świetle badań.** (Social and Professional Aspirations of Working Learners in the Light of Research). *Oświata Dorosłych* 1973, No 2, pp. 90–94.

The author presents the results of the research carried out on a sample of 1600 learners from extramural vocational secondary schools in Warsaw in the year 1970/71. Investigations were carried out by means of directed composition techniques. The author discusses the most important problems presented by the learners, i.e. motivation for the future professional career, attitudes toward the profession and toward the professional career, family life, attitude toward the professional work of women, interests in science and culture, interpersonal relations in the employing institution and the social work. Considerations are illustrated by a comparison as between learners' attitudes and their age and experience.

195. TUROS, LUCJAN: **Wprowadzenie do andragogiki. Zarys teorii oświaty i wychowania dorosłych.** (Introduction to Andragogy. A Outline of the Theory of Adult Education). PWN Warszawa 1972, 262, pp. bibl. Rez. Sum.

The book presents historical, social, political and cultural sources of andragogy as a science of objectives, contents and methods of adult education. The author discusses the scope of andragogy stressing that not only purely educational problems should be dealt with by this discipline but also all the questions connected with the functioning of educational institutions in the field of adult education. Attention is given to the socialist educational objectives and ideals as well as to the forms and methods of instruction and attitude-formation of adults. Special consideration is also given to the preparation of people for the functioning in the socialist society. The present state of andragogy is presented and a review is included of research in the new field of educational sciences. A separate chapter is devoted to selected methodological problems of andragogy. Trends in the new discipline are also analyzed at length.

VI. 7. SPECIAL

196. DUTKOWSKI, ANDRZEJ: **Zainteresowanie zawodowe młodzieży kalekiej ze schorzeniami narządów ruchu.** (Professional In-

terests of Deficient Adolescents with Motor Disturbancies). *Szkoła Specjalna* 1973, No. 2, pp. 131–141, bibl.

The article is devoted to the choice of a profession on the part of deficient adolescents. Research results are presented pertaining to the professional interests of adolescents aged 14–17. Data have been obtained by means of anonymous questionnaires circulated among adolescents with deficient motor development as well as among those with the normal development rate. Each embraced 78 members. No significant difference was noted as between professional interests of deficient and normal children. In the group of deficient adolescents no correlation has been noted as between the awareness of deficiency and the type of the profession chosen. Much attention is devoted to the impact of psychological councelling and vocational training on the choice of a profession on the part of deficient adolescents.

197. MASZCZAK, TADEUSZ: **Ocena wybranych wskaźników morfologicznych i motorycznych dzieci niesłyszących.** (Evaluation of Selected Morphological and Motor Indicators in Deaf Children). *Szkoła Specjalna* 1973, No. 2, pp. 120–131.

The author discusses the problem of motor development in the deaf children on the basis of data obtained during the research in the Educational Center for Deaf Children. Investigations embraced 162 children aged 7–18 and were carried out by means of special motor tests. Results were then compared to scores of children with the normal hearing skill. Research results revealed lower physical development of deaf children as well as the lower skill of girls in the group of the deaf children. Lower skill to anticipate movement has been stated in the group of deaf children as well as smaller indicators of physical strength. A considerable decrease in strength and motor skills of deaf children has been stated at the age of puberty. A large number of statistical tabulated data is included in the article.

198. OLSZOWSKI, ANTONI: **Zdolności ruchowe dzieci upośledzonych. umysłowo.** (Motor Abilities in Mentally Deficient Children). *Szkoła Specjalna* 1973, No. 2, pp. 92–103, bibl.

The author discusses the problem of motor development in the mentally deficient children from the point of view of the most efficient revalidation methods. Considerations are based on research carried out on a sample of 48 mentally deficient children aged 11–12 from a special primary school in Warsaw. Investigations aimed at stating the motor coordination, movement speed, movement precision and a correlation as between the motor development and age. The results obtained have been compared to the average scores of children from normal primary schools. Research revealed that about 70 percent children with mental disturbancies demonstrate retardation in the motor development. Differences in the developmental age reach 19 months, discrepancies being much more evident in girls.

199. OTOP, JADWIGA: **Wykorzystanie zajęć muzycznych dla rozwoju psychicznego dziecka z rzekomym niedorozwojem umysłowym.** (Utilization of Music Activities for the Psychic Development of Children with a Seeming Mental Deficiency). *Szkoła Specjalna* 1973, No. 2, pp. 154–161.

The author presents examples of utilizing music activities for accelerating the psychic development of pseudodebilic children. Research on the subject was a case-study of a pseudodebilic girl during five years from the age of 4 to the age of 9. A diagnostic study revealed the improper emotional development of the child, disturbancies of language skills and disturbancies of communication with other people influencing the psychic and the social development of the child. A number of statistical data concerning the girl's scores on intelligence tests, attitude scales and socialization scales are provided in a set of statistical tables. Additional data illustrate the impact of special music activities carried out with the child. Special consideration is given to the impact of these activities on the verbal communication process and on the motor coordination. Postulates are advanced pertaining to the ways of utilizing music activities in the educational process of pseudodebilic children.

200. ROGALSKA, KRYSTYNA: **Nowe perspektywy dla szkolnictwa specjalnego.** (New Perspectives of the Special Schooling). *Głos Nauczycielski* 1973, No. 9, pp. 11.

Although the needs of special schooling are constantly increasing which is reflected in the number of children waiting for places in the institutions of special education (127 thousand), the system of schooling of this type still lacks qualified teachers and specialized educators. The article discusses activities to be initiated by the Department for Special Schooling at the Ministry of Education. A new program has already been worked out for training special school teachers, as the yearly need is for about 1000 teachers, i.e. twice as many as graduates starting their professional work. The new retraining and refreshing program has also been prepared for teachers who are to raise their professional qualifications at in-service courses. Special training programs have also been prepared for 3000 practising teachers without formal qualifications. The responsibility for training research workers in the field of special pedagogy will be transferred to the Institute for Special Pedagogy where the majority of research projects will be realized.

201. WOŁCZYK, JERZY: **W trosce o dzieci upośledzone.** (Care for the Deficient Children). *Trybuna Ludu* 1973, No. 84, pp. 3.

The interview with the Deputy Minister of Education deals with the activity of the Society of Children's Friends during the coming years 1973–75. The program contains the following items: 1) promotion of educational knowledge among parents, 2) conducting educational lectures for mothers on the subject of nursing children, 3) organizing children's teams in residential quarters, 4) aid for deficient children, and 5) aid for children from broken homes. Much attention is given to the last three items. The Society is much concerned with the organization of time for urban children, therefore the children's teams are organized with the aim to provide active leisure activities for school pupils without proper care in their family environment. Special rehabilitation centers are established providing vocational training for mentally

and physically deficient children alongside with the psychological and medical service. The Society is also deeply involved in organizing the activities of orphanages. The new model of the Society is widely approved by the population which is reflected in membership amounting to 600,00 participants.

VII. EDUCATIONAL STATISTICS

202. SZKOLNICTWO **i placówki opiekuńczo-wychowawcze. Podstawowe dane liczbowe.** (Schooling and Tutelary-Educational Institutions. Basic Statistical Data). Ministerstwo Oświaty i Wychowania, Warszawa 1972, 125 pp.

The publication is a statistical guide divided into three parts. Part 1 contains data pertaining to the enrollment of primary school graduates in general and vocational day secondary schools in the year 1972/73. Part 2 is devoted to general and vocational schooling as well as to tutelary institutions with regard to employment, investment, professional qualifications of the staff and budget. A comparison is presented of statistical data for the years 1960/61, 1965/66 and 1971/72. Part 3 contains statistical data pertaining to higher education in the years 1945–1970. The numbers of students, researchers and university teachers are presented, numbers of graduates, numbers and kinds of university degrees offered, etc. An annex is also included presenting statistical tables of the size of particular age cohorts, professional qualifications of employees in the national economy and the efficiency of training in particular types of schools.

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LSW (Ludowa Spółdzielnia Wydawnicza) — People's Publishing Cooperative

„Nasza Księgarnia" (Instytut Wydawniczy „Nasza Księgarnia") — „Nasza Księgarnia" Publishing House

PWN (Państwowe Wydawnictwo Naukowe) — Polish Scientific Publishers

PZWS (Państwowe Zakłady Wydawnictw Szkolnych) — State Publishers of School Publications

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